

Dell Rapids School District Improvement/Progress Report Form

Principle: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:25:04 Evaluation procedures</u> A variety of assessment tools and strategies used to gather relevant functional and developmental information about the child to determine eligibility and program placement. Functional assessments were not completed to assess student performance at the high school and middle school level.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. A variety of assessment tools will be used to gather relevant functional and developmental information about students to assist in determining the students' present level of performance.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will conduct comprehensive evaluations, which will include functional assessments.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? An inservice will be given to all special education staff and related service providers on functional assessments. What data will be given to OSE to verify this objective? The date and number of persons attending will be sent to the OSE.	Completed 11-21-2002 and 9-25-03 Sped staff completed training with Functional Assessments	Prairie Lakes Coop.	MET	
Please explain the data (6 month) All Special Education Staff attended training on functional Assessments in November of 2002, and/or September of 2003.				

6 month reporting date 10/07/03
 12 month reporting date 04/07/04
 CLOSED 6/14/04

Approved by SEP

<p>2. What will the district do to improve? When evaluating a student functional evaluations will be part of every initial and three-year re-evaluation 100% of the time.</p> <p>What data will be given to OSE to verify this objective? The districts wills spot checks 50% of all evaluations conducted and submit percentages to the OSE.</p>	<p>May 2004</p>	<p>Special Education Teachers, Building Principals</p>	<p>ONGOING</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) 94% of the initial and three-year re-evaluations included functional assessments in the testing procedures. Six per cent included a functional assessment however the word functional assessment was not included on the PLOP page.</p>				
<p>Please explain the data (12 month) Twenty-five Initial and 3 year re-evaluations were completed during this six month time period. !00% of the IEPs included functional evaluation reports.</p>				

Dell Rapids School District Improvement/Progress Report Form

Principle: General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:17.03 Annual report of children served.</u> Four students, who were reported on the child count for December 2001, were not on an active IEP at that time.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Only students on an active IEP will be reported on the child count.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students reported on the child count will have an IEP in effect on the annual child count date.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Each special education teacher and speech therapist will make a schedule of all students with the dates of their IEPs. What data will be given to OSE to verify this objective? The district will verify the completion of the schedule and the date information. They will submit to OSE the number of IEPs and timelines met.	May 2004	Special Education Teacher; Building Principals	ONGOING, In 12 month progress - submit # of IEPs and timelines met data	Met June 04
Please explain the data (6 month) All special education and speech therapist developed a list of students' test data for Annual IEPs. Students are being listed on the SIMS report as students are meeting eligibility for Special Education.				
Please explain the data (12 month) During this six month period, there were ninety-two IEP meetings and 100% of them met the timeline set for each student's IEP, annual and re-evaluation date.				

Dell Rapids School District Improvement/Progress Report Form

Principle: Individual Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:27:01.01. IEP team.</u> Fifteen files showed that a superintendent or designee was not in attendance at an IEP meeting.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. A superintendent or designee will be at all IEP meetings.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 100% of all IEP meetings will have a superintendent or designee in attendance.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The superintendent will assign a designee to attend all IEP meetings 100% of the time. What data will be given to OSE to verify this objective? Each special education teacher or speech therapist will keep a record of attendance at IEP meetings and turn in the results to the superintendent. The superintendent will send the percent to the OSE for attendance.	May 2004	Special Education Teachers, Superintendent	MET	
Please explain the data (6 month) One hundred per cent of all IEP meetings have had either the Superintendent or the designated building principal.				

Dell Rapids School District Improvement/Progress Report Form

Principle: Individual Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>24:95:27:01.03 Present Levels of Performance.</u> In 12 files reviewed present levels of performance were not linked to evaluation and were not skill specific.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All IEPs will contain present levels of performance based upon all skill areas affected by the students identified disability. The present levels will be skill specific.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Present levels of performance will include the student's strengths, needs, progress in the general curriculum, parent input and be linked to functional assessment.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? When writing present levels of performance, the student's strengths, needs and involvement in the general curriculum will be written for every skill area affected by the disability including transition for student's age 16 or younger if necessary. The present levels of performance will be very skill specific. What data will be given to OSE to verify this objective? The district will spot check 50% of present levels of performance written following evaluation and report the % of present levels of performance that contain the required content for each skill areas affected by the disability including transition.	May 2004	Special Educator; Building Principals	ONGOING, In 12 month progress - submit one PLOP sample regarding secondary transition	Met June 04

6 month reporting date 10/07/03
12 month reporting date 04/07/04
CLOSED 6/14/04

Approved by SEP

Please explain the data (6 month)

One transition IEP was concluded during this time. The PLOP page demonstrated the student's strengths, needs, and involvement in the general curriculum and how it affects the student's needs and involvement in the general curriculum. The PLOP page did not address specifically each area of the transition page and the transition page needs to be more specific.

Please explain the data (12 month)

Four students who were 16 yrs and older had transitions IEPs concluded during this six month period. The PLOP pages demonstrated the students' strengths, needs and involvement in the general curriculum and how it affects the students' needs and involvement in the general curriculum.

Dell Rapids School District Improvement/Progress Report Form

Principle: Individual Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) 24:05:27:13.02 Transition Services Six files showed a complete course of study was not completed for student's age 14 or older.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Beginning at age 14 or younger, the students program will include a complete course of study. The course of study will reflect educational program and planning that is individualized, is meaningful and directly related to the student's desired post-school goals and is designed to help the student make a successful transition to post-school adult life.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will develop IEPs for all students' turning 14, which include a course of study.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? When developing the course of study for students' beginning at the age of 14, the district will include specific electives that are linked to the life planning outcomes, 100% of the time. What data will be given to OSE to verify this objective? The district will review all files of the students age 14 and report the % of files, which contain specific electives, based upon student centered life-planning outcomes.	May 2004	Special Education Teacher Building Principals	ONGOING, In 12 month progress - state the actual # of files reviewed	Met June 04
Please explain the data (6 month) 100% of the IEPs completed during this time addressed this are correctly.				

6 month reporting date 10/07/03
12 month reporting date 04/07/04
CLOSED 6/14/04

Approved by SEP

Please explain the data (12 month)

Of students who were 14 years old and older in nineteen out of nineteen IEPs convened, the course of study was completed specifying electives that were linked to the life planning outcomes, 100% of the time.

Dell Rapids School District Improvement/Progress Report Form

Principle: Individual Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:27:01.03 IEP Content Modifications/Accommodations</u> File reviews showed there was not specific information to determine modifications for students. Three files reviewed showed the placement for a student had been determined before the least restrictive environment had been addressed.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All IEPs will describe individual modifications needed by the student anticipated frequency, location and duration. Placement will not be addressed in the modifications for a student.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All modifications will be listed including frequency, location and duration 100% of the time. Placement will not be listed on the modification page.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Modifications will be filled out appropriately with frequency, location and duration without placement being predicted. What data will be given to OSE to verify this objective? Each special education teacher will chart the modifications for each student ensuring all the needed content is listed. The number of IEPs completed and the number of correct modifications will be sent to the OSE.	May 2004	Special Education Teachers Building Principals	ONGOING, In 12 month progress - report the actual # of IEPs in this data sample	Met June 04

6 month reporting date 10/07/03
12 month reporting date 04/07/04
CLOSED 6/14/04

Approved by SEP

Please explain the data (6 month)

All IEPs indicate the frequency, location, and duration for each student. Placement procedures are not being predicted before the modifications.

Please explain the data (12 month)

Ninety-two initial, re-evaluations, and annuals were completed during this six month time period. In all 92 IEP's, modifications for each student ensured all the required content of frequency, location, and duration for each student. Placement procedures were not predicted before the modifications.

6 month reporting date 10/07/03
12 month reporting date 04/07/04
CLOSED 6/14/04

Approved by SEP

Dell Rapids School District Improvement/Progress Report Form

Principle: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:25:04 Evaluation procedures</u> Transition evaluations were not completed on four students.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Transition assessments will be done on all students 16 and older to assist the IEP team with determining the students interest area, interest inventory and independent living checklists.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Transition assessments will be completed on all students' 16 years old, or younger if appropriate.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
2. What will the district do to improve? The special education teacher will have a schedule of all IEPs due on all students and highlight those students who will be turning 16 before their next IEP. What data will be given to OSE to verify this objective? The number of students turning 16 and the number of evaluations completed will be turned into the OSE.	May 2004	Special Education Teacher Building Principals	ONGOING, In 12 month progress - submit this list to SEP for verification	Met June 04
Please explain the data (6 month) 100 % of the special education teachers have listed all students due for annual IEPs, and all students who will be turning 16 before their next IEP.				

6 month reporting date 10/07/03
12 month reporting date 04/07/04
CLOSED 6/14/04

Approved by SEP

Please explain the data (12 month)			
There were four students who turned 16 during this period. The list includes			
1. J. F	Birthdate 9/4/87	Meeting date: 9-04-03	List of evals completed for each student: Brigance Employ, Life Skills
2. K.H.	Birthdate 12-16-87	12-16-03	Checklist
3. D.M.	Birthdate 11-3-87	9-12-03	Careers Interest Inventory
4. V.N.	Birthdate 10-04-87	10-03-03	